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ABSTRACT

The handbook presents guidelines and suggestions for the use with handicapped students of the cloze procedure, a method for systematically deleting words from a prose passage and evaluating the reader's success in supplying them. Chapter 1 considers the use of the cloze procedures for assessment purposes and notes the differences between cloze passage tests, and informal reading inventories, and achievement tests. Suggestions are also offered for constructing cloze tests. Chapter 2 focuses on ways to teach the closure concept in each of four developmental stages (concrete experience, two-dimensional level, symbolic stage, and application of the cloze procedure to individualized education programs) and presents sample activities for lesson planning. The final chapter summarizes New York state policy regarding tests of reading competency. (CL)

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CLOZE PROCEDURES

A SPECIAL EDUCATION TEACHER'S MANUAL

NEW YORK CITY PUBLIC SCHOOLS
BOARD OF EDUCATION OF THE CITY OF NEW YORK

OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM AND INSTRUCTION

CURRICULUM DEVELOPMENT UNIT
OFFICE OF PROGRAM DEVELPMENT
DIVISION OF SPECIAL EDUCATION

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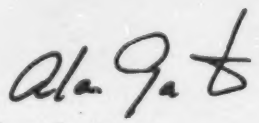
FOREWORD

The Division of Special Education has the obligation of assisting each of the students for which it is responsible to achieve the reading ability needed in daily living. The total reading process develops sequentially throughout the student's school years, elementary to upper grades. Varied activities and experiences in all subject areas enhance reading skills including vocabulary, word attack, comprehension, plus understanding of nouns, verbs, adjectives, and adverbs. The cloze procedure is one technique which offers practice and reinforcement of these skills. In addition, the cloze procedure can also be used as an evaluation technique to monitor the student's progress.

Students, including those with handicapping conditions, are required to meet minimum reading levels to qualify for high school graduation with a diploma. The New York State Test of Reading Competency, which is developed in the cloze format, is the evaluation instrument used to determine whether or not the student has reached the required level.

This handbook presents guidelines and suggestions which provide direction in the use of the cloze procedure. We offer it as assistance to the special education teacher who must use varied techniques to upgrade and evaluate the student's reading ability on all grade levels. The handbook will also help teachers plan meaningful activities and lesson plans to meet the needs of the students with handicapping conditions.



Alan Gartner
Executive Director

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March 1982

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INTRODUCTION

The cloze procedure is a method for systematically deleting words from a prose passage and for evaluating the reader's success in accurately supplying those words. Many patterns of deletion and scoring have been developed, but inherent in all is the language search process[1] through which the reader uses the remaining text to restore meaning to the passage.

The language search process, which is the basis for cloze procedure, enables the mature reader to recognize a word without analyzing each letter and to derive meaning from a sentence without recognizing every word in that sentence. Competent readers are able to deduce the meaning of unfamiliar words by using clues from the surrounding text--the context. This is how people without specific training effectively read and understand newspaper accounts of technical scientific discoveries, and how, in fact, they continue to learn new things from printed materials long after leaving school and the direct instructions of teachers.

The standard cloze procedure, introduced by Wilson Taylor in 1953, has particular relevance for special educators who frequently rely on ungraded reading materials. This assessment method, which is discussed in Chapter I, provides an easily applied and reliable technique for the teacher's selection of appropriate textbooks and leisure reading material.

Cloze procedures, however, are more than just assessment tools. Training students to use the processes involved in bringing closure to materials that are incomplete, or not completely understood, can provide these students with a kind of reading fluency that will be useful throughout their lives. Chapter II deals with approaches to teaching the closure concept itself. For the beginner, non-verbal approaches are explored using sensory and motor clues; for more sophisticated students, semantic and syntactic clues are used.

Chapter III focuses on incorporating cloze procedures in students' Individualized Education Programs (IEP). Although the short-term instructional objectives that comprise the IEP deal with teaching discrete, minimally stated skills, it is always necessary to demonstrate mastery of those skills within the context of an actual reading situation. Cloze passages can provide a flexible variety of reading situations in which students at all levels may apply newly acquired skills in word attack, vocabulary, spelling, grammar and comprehension.

Increased interest in cloze procedures has resulted from the decision of the New York State Board of Regents to adopt a modified cloze technique as the format for its new (1977) test of basic competency in reading. Students will be required to pass this test, known as the Degrees of Reading Power, to obtain a high school diploma in this state after May 30, 1981. Simpler forms of this examination are used for the statewide reading tests (Pupil Evaluation of Progress: PEP) given in grades 6 and 9. Alternative testing modifications have been determined for handicapped students and are presented in Chapter IV. Sample passages from the Degrees of Reading Power Test are also included.

The Appendix itemizes instructional objectives for teaching reading. These objectives are arranged in four categories: Readiness, Word Idenfication, Comprehension and Study Skills. No attempt has been made to associate any of these skills with specific age-grade designations, nor is the sequence of presentation to be interpreted as fixed. Teachers are urged to use this list as a reference tool in identifying objectives that are appropriate to the needs of individual students.

A bibliography is presented on the last pages of this manual for those wishing to explore the subject of cloze procedures in greater depth.

This guide has been prepared in order to bring the attention of special educators a special educational technique. Because of its adaptability--both in structure and function--the cloze procedure offers the special education teacher an effective method for meeting the unique needs of each student.

Chapter I: CLOZE PROCEDURES FOR ASSESSMENT PURPOSES

The most important purpose of assessment is to "make the match" between the student's ability and the instructional materials that can be effectively used to enhance that ability. In reading instruction, we think of the student's reading "level" and the "readability" (difficulty) of the materials we select. Traditionally, these two issues are assessed separately: we test the child and then judge the difficulty of the text. The standard cloze procedure provides a single step in which both the student's reading comprehension ability and the difficulty of the text (for that student) are measured.

Cloze reading tests are a reliable alternative to informal reading inventories and conventional achievement tests. The following table notes the differences between cloze passage tests, informal reading inventories and achievement tests.

Cloze Passage Tests	Informal Reading Inventories	Standardized Achievement Tests
.can be administered to groups as well as individuals	.can only be administered individually	.can be administered to groups as well as individuals
.can be read silently thus not penalizing the student with expressive language or speech problems	.is an oral reading test	.can be read silently
.every word need not be decoded to achieve full comprehension	.student relies heavily on word identification skills	.student relies heavily on word identification skills
.recall is not a critical factor since comprehension is processed as the passage is being read	.recall ability is needed since questions are asked following the passage	.recall ability is needed since questions are asked following the passages
.teacher does not need to construct comprehension questions since understanding of the material (literal and interpretive) is conveyed by the reader supplying missing words	.teacher needs to construct valid questions assessing all levels of comprehension ability	.questions provided by publisher
.teacher can construct cloze tests from a variety of materials in the "real reading world" which may be more interesting and appealing to the older remedial student	.teacher is limited to the use of basal readers and/or other materials already graded for readability level	.teacher is limited to paragraphs chosen by publisher
.teacher is not dependent on publishers' estimate of the reading difficulty of books	.teacher needs to rely on grade levels assigned by commercial publishers	.teacher needs to rely on Standardized grade levels assigned by publisher
.teacher needs no formal training in order to construct and interpret cloze reading tests	.teacher does need instruction and prior experience in administering and understanding results from the IRI	.teacher does need instruction and prior experience in administering and interpreting standardized test results

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HOW TO CONSTRUCT CLOZE TESTS

The first step in constructing a cloze test for assessing the readability of a material for a particular student is to choose representative passages from the book being considered. Assuming that it is of uniform difficulty, passages can be selected at equal intervals. For example, from a book of 100 pages, one passage is taken from every 20th page. In the standard cloze test, each passage should contain 250 words. For younger children, or less capable readers, shorter passages may be preferable.

Next, it is necessary to cloze the passage by deleting words in a systematic pattern, i.e., every nth word. Usually, every 5th word is deleted, but younger and less capable readers may need more information, i.e., fewer deletions. Deletions for these students may occur at every 8th or 11th, or more, words (see sample passage below). In any deletion pattern, though, no fewer than every 5th word should be deleted. Most authorities agree that the first and last sentences are left intact.[2] If the number of clues is too greatly reduced, the passage can become meaningless. Likewise, the teacher should avoid deletion of the subject or verb tense of the passage, so that the reader is not deprived of critical information needed for restoring meaning to the material. For textbook samples of a technical nature, no fewer than every 10th deletion should occur. (See sample science passage p. 7.)

In estimating the readability of a book for an entire class, the following sequence can be followed by the teacher:

1. Choose a book from which the representative passages will be excerpted.

2. Select passages of predetermined number of words (100-250) at equal intervals in the book. For example, if the book is divided into five intervals, the teacher then has five test scores which may be averaged to produce a profile of class ability to read the cloze material.

3. Cloze the passages by deleting words in prescribed pattern (every 5th, 8th, etc.) leaving the first and last sentence intact.

4. Type the passage on a single sheet of paper with a uniform space line of approximately ten typewritten spaces for each deletion. The uniformity of the space to be filled in avoids giving the reader a clue as to the number of letters in the word.

5. Distribute the passages to the students. In a class of 15 students, if five passages are used, three students would be reading the same passage.

6. Instruct the students to
   - Read the entire passage silently.
   - Fill in the missing words.
   - Reread the completed passage to check for meaning.

7. Grade the students' passages. On the standard cloze procedure, only the exact word deleted from the original text is considered correct. However, studies[3] have demonstrated significant correlations between standard cloze procedure results and those that accept semantically and syntactically correct alternatives. Note, though, that in applying the cloze procedure to content area of technical texts, it is appropriate to demand that the student supply the exact word needed to restore meaning.

8. Determine students' reading levels and the readability of the text by counting the number of correct closures. The table shown below, which is based on a 250 word passage with a deletion pattern of every fifth word may be used to provide this data. (If shorter passages are used, prorate scores.)

# Correct Closures	% Levels	Reading Level
29-50	58-100	Independent: material comprehended without teacher support
22-28	44-57	Instructional: material comprehended with teacher support
0-21	0-43	Frustration: material incomprehensible and unsuitable for independent or instructional reading

The "Cloze Placement Table" (McWilliams, Rakes, 1979) below is a less time consuming, helpful reference for grading cloze procedure reading test.

USING THE CLOZE PLACEMENT TABLE

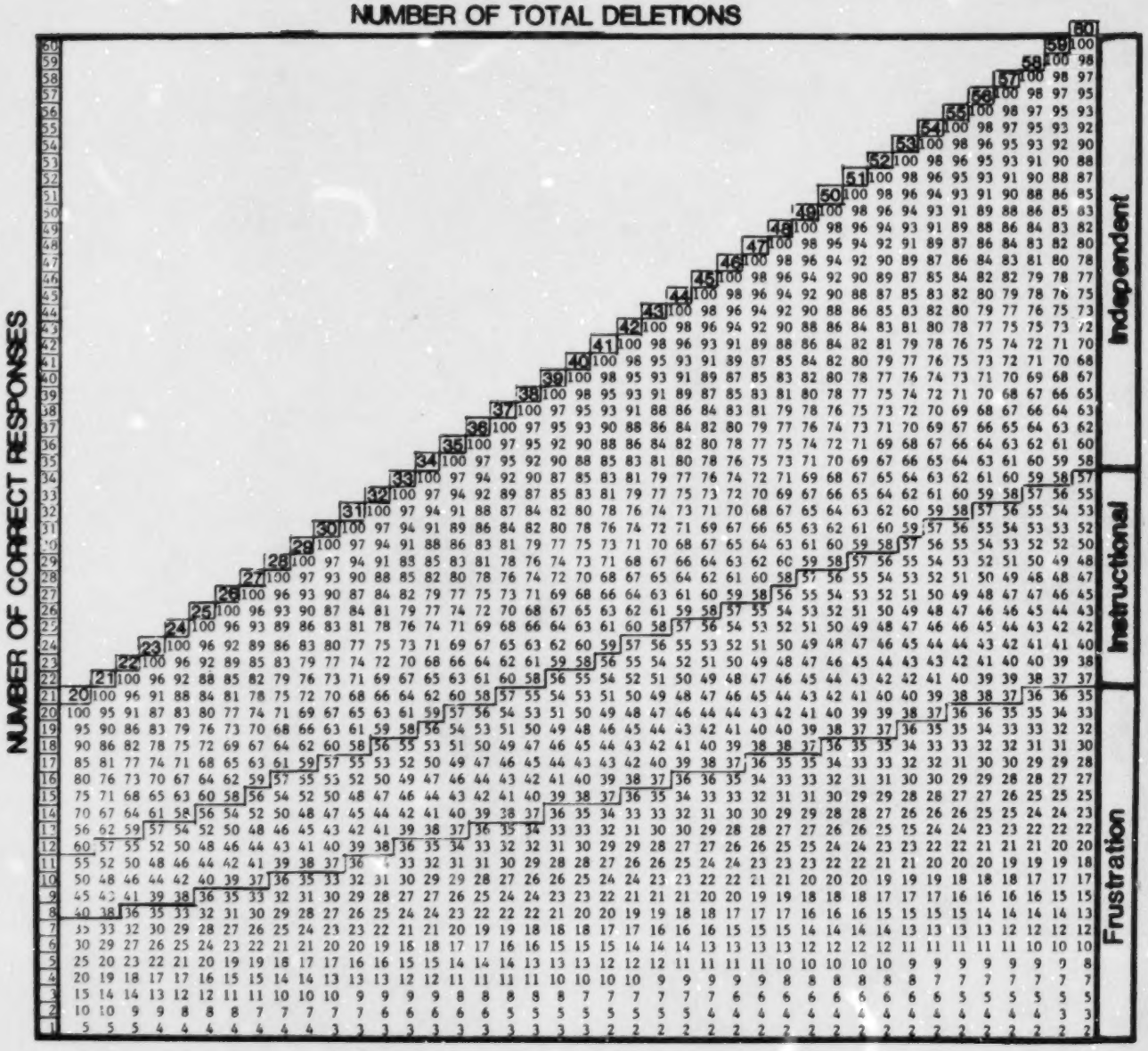
A. The numbers appearing diagonally (in boxes) across the Table indicate the total number of deletions in the passage (20-60).

B. The numbers appearing down the left side of the Table are the number of correct responses from the students (1-60).

C. The teacher -

- . identifies the number of correct responses made
- . identifies the total number of deletions
- . the point where these two lines intersect is the % score (e.g., 17 correct of 25 deletions = 65%, an independent reading level).

CLOZE PLACEMENT TABLE



A Short Passage for Younger Children with Every 8th Word Deleted.

Once upon a time a boy had three goats.

Every day the boy took the goats _____ a green hill to eat grass.

One _____ the boy went to sleep while the _____ were eating grass.

Then the goats got _____ the garden.

The boy woke up and _____ the goats in the garden.

He chased _____ goats. But he couldn't get them out _____ the garden.

The boy sat down and _____ to cry. Soon a rabbit came along.

_____ rabbit said, "Why are you crying?"

The _____ said, "I'm crying because I can't get _____ goats out of the garden."

The rabbit _____, "Don't cry. I can get them out _____ the garden."

The rabbit chased the goats _____.

But he couldn't get them out of the garden.

From Joanna Cairns, Elizabeth Gallaway, Robert Tierney, "Daisy Days" in Basics in Reading (Glenview, Ill.: Scott Foresman, 1978).

A Passage for Older Children with Every 5th Word Deleted.

Kitty O'Neil is a very brave person. She has raced motorcycles _____. She has even been _____ fire! You might have _____ her on TV or at _____movies. But if you _____, you wouldn't know who _____ was. Kitty O'Neil is _____ stuntperson.

A stuntperson takes _____ place of an actor _____ an actress when there _____ something dangerous to do. _____ a stuntperson is not _____ simple job. Stuntpeople must learn _____ do dangerous tricks. It _____ not easy to learn _____ to jump into the _____ on a motorcycle.

A _____ is bold and daring. _____ takes a lot of _____ to do stunts. For _____ stunts, Kitty is dressed _____ a special suit. Her _____ body is protected, even _____ face and hair. Someone _____ watches to make sure _____ goes wrong. When the stunt is over, the fire will be put out.

From Ira Aaron and Rena Koke, "Ride a Rainbow" in Basics in Reading (Glenview: Ill.: Scott Foresman, 1978).

A Science Passage with Every 10th Word Deleted.

Natural resources include many of the things around us that make our lives better and happier and upon which we depend for life itself. But the resources of our nation will not last _____ unless some-ching is done to protect them. When the _____ moved across our land, these resources were plentiful. Natural _____ began to decrease mainly because people were careless and _____ them. Today many of our natural resources are vanishing _____ of neglect. Some species of wildlife, such as carrier _____, have already become extinct. Conservation is the wise use _____ natural resources. We must take care of our wildlife, _____ supplies, and even topsoil before they are gone forever. _____ must prevent pollution of our air and water. We _____ to learn to use each of our resources wisely _____ it is too late. We have two types of _____ resources. One is living resources such as forests and _____. Forests are valuable because they provide lumber and other _____ products. They are also valu-able because they protect many _____ of wildlife and provide recreation for campers, fishermen and _____. The other popular type of resource is nonliving, such _____ coal, oil, and iron. Nonliving resources furnish power, keep _____ warm, provide raw materials for industry and other useful _____. Our air and water supplies are also among our _____ resources. To be healthy, we need clean air and _____ water supplies. But our cities and industries are constantly discharging impurities into rivers, lakes, and the air.

From My World of Science, Book 5 (New York: McCormick-Mathers.).

Chapter II: INSTRUCTIONAL STRATEGIES FOR TEACHING THE CLOSURE CONCEPT

Successful performance in cloze passages requires two basic processing techniques: the semantic technique (word meaning) and the syntactic technique (word order). While semantic clues are more powerful, syntax is an important support factor, for the English language is a "positional language" that relies heavily on word order to communicate meanings.[4] The relative position of subject and object in a sentence also dictates the position of the various parts of speech: nouns, verbs, and modifiers. "The boy carried the cart" is quite different from "The cart carried the boy."

Certain parts of speech "fit" in specific places in a sentence while others do not:

1. The _____ went to the game.

2. We tried to _____ the table.

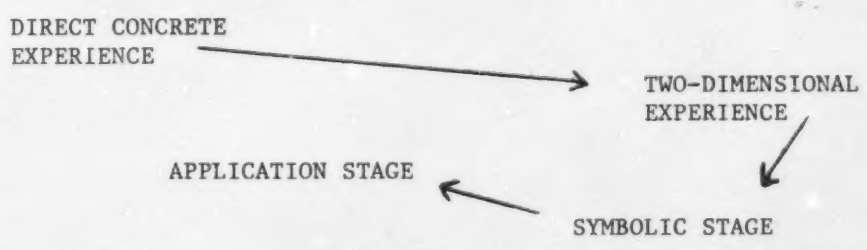
3. She blew up the big _____ balloon.

The three missing words, respectively, must be a noun, a verb, and an adjective. Studies have emphasized the importance of providing opportunities for students to verbalize the reasons for their word choices when completing sentences.[5] With this style of direct instruction, teachers help readers develop the habit of examining the context for meaning clues so that the use of context becomes a way of reading.

Reading is recognized as a complex cognitive process, following developmental patterns similar to thinking, reasoning, and problem solving. So when introducing cloze procedures to your students for the first time, it may be helpful to follow a cognitive developmental model.[6] The skills/concepts acquisition process begins with direct, concrete experience and moves gradually and sequentially to increased abstraction.

The following four sequential steps can be adapted to teach and develop any skill or concept. Here we will demonstrate the concept of closure in such developmental stages.

DEVELOPMENTAL STAGE	DESCRIPTION	COMMON EXPERIENCES
1. Concrete Experience	The introduction of new concepts begins with seeing, hearing, and often touching concrete objects in the child's immediate environment. Oral language is used to express and describe the experience.	.teacher's chair missing from desk .chalk or eraser missing from chalkboard .no bats when you want to play a baseball game .no music when you want to dance
2. Two-Dimensional Level	The second phase uses two-dimensional materials, such as photographs, films, and filmstrips to further reinforce the concept being taught by observing it in various concepts.	One or more parts missing from: .picture puzzles .photographs of common objects .filmstrips .pictures in the newspapers, magazines, etc. .television .films
3. Symbolic Stage	The third phase uses words as symbols to illustrate the three-dimensional and two-dimensional experiences.	.familiar jingle with a phrase missing (auditory closure) .rhymes (completion of nursery rhyme) .use of context to define an unfamiliar word in a sentence such as, "it was a miserable day; it was sleeting and the wind was howling." .use of nonsense word - "rev" Mom sat down and read the evening rev. a. dinner b. dishes c. newspaper
4. Application Stage	During the fourth stage, the students can be provided with many opportunities to apply the newly-learned reading skills in a variety of contexts, using oral language concurrently. It is during this stage that the student comprehends, interprets, evaluates and appreciates the written word.	.bringing closure to an incomplete sentence .bringing closure to a deleted passage .completing an incomplete story



In selecting manipulatives, graphic, print or oral language materials, all subject areas are fair game. Science texts and laboratory materials, social studies texts, maps, charts, graphs and English literature all can provide good opportunities for students to use context clues--both verbal and non-verbal--to bring closure to a sentence.

In using the cloze procedure we raise the reading consciousness of students by helping them scan, survey, anticipate, and hypothesize. It is, therefore, a preparatory tool for independent reading because it gives the reader functional power in dealing with unfamiliar material.

By offering lessons that parallel the stages of cognitive development, that is, moving sequentially from the concrete to the graphic to the symbolic print material, the exceptional learner is exposed to the same information in several formats. In this way, the special education teacher is able to be more secure in the knowledge that the unique learning needs of each student will be met.

Chapter III: STANDARD AND MODIFIED CLOZE PROCEDURES IN THE INDIVIDUALIZED EDUCATION PROGRAMS

> "The term 'individualized education program' means a written statement for each handicapped child. . . which shall include (A) a statement of the present levels of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (D) the projected date for initiation and anticipated duration of such services and appropriate objective criteria and evaluation procedures and schedules for determining on at least an annual basis, whether instructional objectives are being achieved."
>
> The Education of All Handicapped Children of 1975 - P.L. 94-142 Sec. 4(a) (19)

Throughout the United States the special education community is committed to the implementation of P.L. 94-142. The IEP is the "written statement" that documents that implementation. The law does not mandate, or even suggest, the form that the IEP should take, so the format of the written statement is different in almost every school district and, indeed, may change within each district from year to year.

Regardless of the form of the IEP, its content is invariant and clearly described in SEC. 4(a) (19) above. The information called for in subsections (A) through (D) must be included. Cloze procedures can help special education teachers in the development and implementation of IEP's.

The standard cloze procedure is well-suited to subsection (A), assessing the student's present level of educational performance. As described in Chapter I, by adapting a 250 word (or less) passage to a deletion pattern, the student's level of comprehension can be readily assessed. This can be done with content area texts so that a "performance level" can be obtained in all subject areas that involve reading of continuous prose. A sample IEP entry might read as follows.

AREA	TESTING INSTRUMENT	RESULTS	DATE ADMINISTERED
Reading	125 Word Cloze Passage from RIDE A RAINBOW, Scott, Foresman, pp. 123-130	90%	6/80
Social Studies	125 Word Cloze Passage from YOU AND ME, Rand, McNally, pp. 101-127	95%	6/80

Note that only texts that provide continuous prose passages lend themselves to cloze processing. Most math texts, for example, would not be suitable for this purpose because of the typical use of examples, equations, brief questions, etc.

In addition to its more popular use as a test, the cloze procedure is an effective tool for instructional development[7] in the implementation of the individualized education program (IEP). Of course reading is a complex and dynamic process.[8] Although special education teachers organize instruction around short term, i.e., minimally stated and measurable skills and objectives, as required by the IEP, the goal of fluency or independence in reading cannot be viewed as a simple linear accumulation of minimal skills. There is an obvious need for students to regularly and systematically apply the reading skills they have acquired to real and meaningful reading material.

Because of its flexibility, modified cloze passages are an excellent vehicle for this application stage. The cloze procedure can be the actual passage of continuous prose in which the student demonstrates mastery.[9] The IEP model would appear as:

SHORT-TERM INSTRUCTIONAL OBJECTIVES	MATERIALS	EVALUATION METHOD & CRITERIA	DATE OF MASTERY
Area Reading John will use prefixes and suffixes to alter the meaning of root words.	Teacher-made picture cards; practice sheets; STRUCTURAL READING PROGRAM, Random House	Teacher-made modified cloze passages: prefixes, suffixes deleted. (85% accuracy)	
Area Social Studies John will know 20 facts related to the settlement of Plymouth, Mass. by the Pilgrims.	HERE WE ARE, Rand, McNally; Teacher-made practice sheets.	Modified cloze passage from HERE WE ARE, pp.35-66. (85% accuracy)	

The adaptation of printed material for instructional purposes calls for careful planning. The following steps can serve as a guideline for the special education teacher:

1. Select material at the student's independent reading level (see Chapter 1).

2. Select a passage of appropriate length and purpose, suited to the student's attention span and interests.

3. Select material that provides a sufficient number of opportunities to demonstrate the skill identified in the instructional objective, so that a reliable score may be obtained (e.g., 80% success should reflect at least 8 out of 10 items or deletions). Samples are illustrated on page 16.

4. Leave first and last sentences intact. Restrict deletions to no fewer than every 5th word; be sure that no word (e.g., subject, verb tense) is deleted that would deprive the student of necessary information (see Chapter 1).

5. Select a deletion pattern suited to the instructional objective:

   a) Random deletions: Words deleted in an unsystematic, unpatterned way; appropriate to testing general comprehension. Does not yield qualitative information regarding specific reading skills.

   b) Spaced deletions: Mathematically patterned deletions (every 5th etc.) as in standard cloze procedure (see Chapter 1); appropriate to general assessment of comprehension.

   c) Deletion by word class: Either nouns, pronouns, verbs, adverbs or adjectives may be deleted, reflecting the work class identified in the instructional objective; this allows students to deductively appreciate the function of each word class in the development of meaning.

   d) Deletions of word parts: Mastery of structural (syllables) or phonic (letters, blends, digraphs, etc.) elements may be evaluated this way.

6. Decide which clues, if any, will be offered to help students generate the deleted word. There are many variations of clues. The most commonly used include:

   a) Multiple choice: 2, 3, or more words may be listed in the margin parallel to the deletion. The multiple-choice words are presented vertically in the text,[10] either above or below the deletion.

b) Synonymic/antonymic clues: Each word deleted is represented by a synonym or antonym that is underlined, or printed in the margin.

c) Word lists: All the words deleted from the passage are listed below or in the margin. In amore difficult variation, more words than can be used are listed. (Multiple choice, synonymic/antonymic clues and word lists are appropriate for instructional objectives related to vocabulary development; these modifications are especially useful in content area or technical vocabulary development.)

d) Graphic clues: Phonic elements may be deleted or used as clues to word completion, e.g., for the instructional objective of consonant blend /cr/; The King wore a cr____.
or
The King wore a ___own.

Word length of deletions may be guided by short dashes equivalent to the number of letters in the word. Phonic and word length clues may be combined, e.g., "cr _ _ _" or "_ _ own."

The cloze procedure can also be adapted for use as a tool to evaluate mastery. The cloze passage is always presented as an exercise in reading for total comprehension. Therefore, the student is instructed to:

1. Read the entire passage silently before filling any blank space.

2. Think (talk) about the whole story: What is it about? Why did the author write it?

3. Fill in the blank spaces: notice clues/lists/words/etc., that are given for your guidance.

4. Read the passage again, with your words in the spaces. Does it make sense?

The activities that follow illustrate both the use of cloze passages as evaluation tools in IEP implementation and lesson plans modeling the four-stage developmental approach to instruction.

SAMPLE ACTIVITIES FOR LESSON PLANNING: 1

Annual Goal

The student will improve listening skills.

Short Term Objective

The student will make a direct oral response to an oral instruction, with 85% accuracy.

Lesson Aim

The student will recognize common environmental sounds, by name, function and source.

Materials

Pictures/posters/sound-filmstrips of visible sources of common environmental sounds, e.g., police car siren, fire engine bell, ambulance siren, hydraulic drills, automobile horns, human neck and head. Rexographs of students' experience stories (cloze format).

Preparation: Direct Concrete Experience

Teacher directs students in unstructured listening: "What do you hear?" (From the immediate environment.) Students name the sources of the sounds. Teacher directs students in structured listening by pointing to objects in the environment and asking: "What sound does this make?" (if not previously identified) and "What is the purpose (reason) for this sound?"

Two-Dimensional Experience

A sound filmstrip might be introduced here, e.g., Reading Signs and Signals (Eyegate House) or poster pictures of common objects. Students orally name the object, the sound it makes, and associated functions.

Symbolic Level

Teacher attaches printed label to each picture, and elicits description of the sound it produces. Teacher attaches word or phrase to describe sound produced by each object. Students write names of objects and their sounds in notebooks.
(e.g., police car - siren
fire engine - bell/clang
human neck/head - scream/laugh/talk
door - slam/squeak

Application

Students write one complete sentence describing each object, its function and the sound it makes. (e.g., "I heard the police car's

siren before I saw the car." "The ambulance arrived with its horn blowing, because someone was hurt.")
Teacher leads discussion eliciting students' affective responses to the various sounds. (e.g., "How do you feel when you hear an ambulance near your house?")
Students write (or dictate) a story (length appropriate to age/ability) describing a personal experience they had (or imagined) involving one of the objects and its sound.

Contextual Evaluation/Application

Using one or more of the student's own stories, teacher will delete words that describe the specified objects, their functions and/or their sounds. Stories will be rexographed and exchanged among students, who will use them as clozed passages, e.g.:

"I woke up in the middle of the night because there was a lot of noise in the street. First, I heard the clang of a _____. I figured there must be a _____ somewhere on my block. Then I heard an ambulance _____, so I decided someone must have been _____. Then I heard the siren of a _____ car. The car stopped and the door _____ shut.

A lot of people were _____ loudly in the street. I went to the window and saw a small _____ burning in a garbage can. The _____ put out the fire and the truck left. The police got into their car and _____ the door. Then the ambulance left, too, because no one was hurt."

NOTE: This passage provides neither graphic clues nor multiple choices. Therefore, all words that are syntactically and semantically correct would be accepted.

SAMPLE ACTIVITIES FOR LESSON PLANNING: 2

Annual Goal

The student will use structural analysis skills in decoding unfamiliar words.

Short Term Objective

The student will recognize that the prefix re- means again, and apply this knowledge in decoding and deriving meaning from new words.

Materials

Picture cards illustrating concrete experience, teacher-made cloze passages.

Preparation: Direct Concrete Experience

Teacher asks students to describe activities that needed to be repeated. The children role play with or without the use of actual materials. The teacher may verbalize action depicted as pantomime.

1. Student arrives at school without science book, and realizes it was dropped on the way to school. Student retraces steps and locates book.

2. Student arrives home after playing baseball outside with friends. S/he is late for dinner, the family has eaten, and the food is cold. It must be reheated.

Two-Dimensional Experience

Student will draw a sequence of three pictures illustrating the experiences that have been pantomimed. Students will arrange the series of three pictures in appropriate order and verbally describe the actions depicted (using examples of Direct Concrete Experiences.)

1. Student arrives at school. S/he doesn't have the science book.
2. Teacher looks and disapproves.
3. Student retraces his steps.
   (Same process with other dramatized events.)

Symbolic Level

Oral language symbols: Teacher asks children to listen to a group of words and to tell in what way they all sound alike: The words begin with the prefix re.

replant	retrace	react	renew	remake
redo	rebound	return	resew	reheat

Visual language symbols: These words are written on the board (and all others elicited from the class). Children underline the prefix re and draw a circle around the root in each word. Children read each word aloud, and generalize that a root word must follow re in order for re to be a prefix. (In words such as ready and really, re is not a prefix.)

Teacher and children select words from the board and present them in sentences, e.g.:

1. My bed looked messy and I had to remake it.

2. My arithmetic problem was wrong and I had to redo it.

3. The rain washed away all the grass seeds and we had to replant them.

Students discuss the meaning of the underlined words. The teacher asks the students to rephrase each sentence without using the prefix re, e.g.:

1. . . . and I had to make it again.

2. . . . and I had to do it again.

3. . . . we had to plant it again.

Students will elicit the generalization that the prefix re means again.

Supervised Practice

Teacher writes root words on the board, followed by completion-type sentences. Student will select a root word, combine it with the prefix re - to make a new word, fill in the blank space, and then read the sentences aloud.

sole sew play heat

1. The button on by coat was loose and I had to _____ it.

2. Sometimes we _____ the left-overs and eat them the next day.

3. When the bottom of my shoe wore out, I asked the shoemaker to _____ it.

4. I played the record at three o'clock. I _____ it at eight o'clock.

Contextual Evaluation/Application

Teacher distributes the following passage. Students read and fill in the blanks using the given word list.

Nothing went right roday. I had to _____ my teeth and _____ my hair. Me bed was messy, so I had to _____ it before I left for school. A button fell off my jacket, and I had to _____ it. I lost my science book and had to _____ my steps to look for it. I had to _____ my spelling paper, and _____ my arithmetic examples. When I got home, I saw that the cat had dug up my tomato plants, and I had to _____ them. It took so long to finish working in the garden that my dinner got cold and I had to _____ it. After dinner, I wanted to listen to my favorite Beatles record, but I had to _____ it to my friend. It was really one of the worst days of my life.

Word List

reheat	return	remake	rewrite	resew
retrace	recomb	replant	redo	rebrush

Chapter IV: NEW YORK STATE TESTS OF READING COMPETENCY: THE DEGREES OF READING POWER (DRP)

In 1977, the Board of Regents of New York State instituted tests of basic competency as one of the requirements for a high school diploma. The tests have been developed for determining minimum competency in reading, writing, and mathematics. All students must pass these three tests in order to receive a diploma. A certificate may be awarded to students certified as mentally retarded according to definitions set forth in Section 200.1 (b) of the Commissioner's Regulations (Information Bulletin, 1980).

Although all handicapped students must pass the competency exam to receive a high school diploma, testing modifications have been established for them. (See the following chart.) The special education teacher must document those modifications on the student's IEP that the student will require. The school principal must then certify that need. Teachers need to be fully aware of these modifications so that daily instruction will reflect the same procedures. For example, if a student is permitted the use of a tape recorder during a competency test, s/he should be using that instrument in regular classwork, as well.

Cloze procedures, both testing and teaching tools, may ultimately become one of the "traditional" methods used by teachers. In any case, this technique presents a particularly promising way to go for special educators.

Modifications in Competency Testing Procedures for Children with Handicapping Conditions

Symbols

X - Authorized
O - Authorized as of March 2, 1979

Modification in Testing Procedure	Handicapping Condition								
	MR	ED	SLD	OHI	SSLI	D	HH	OI	VI
Time Limit Extended or Waived		X	X	X	X	X	X	X	X
Examination Administered in Special Location		X	X	X	X	X	X	X	X
Questions Read to Student: Math and Writing Tests*			X		X	X		X	X
Questions Read to Student: Reading Test*			O		O	O		O	O
Answers Recorded in any Manner			X	X		X		X	X
Student Permitted Use of Calculator or Abacus: Math Test			O						O
Questions Omitted and Credit Prorated									X
Examination Copy Provided in Braille and Large Type									X

Notes

*Includes the use of sign language and cued speech
If possible, an audio or visual tape could be used--reading test

MR - Mentally Retarded
ED - Emotionally Disturbed
SLD - Specific Learning Disabled
OHI - Other Health Impaired
SSLI - Severely Speech/Language Impaired
D - Deaf
HH - Hard of Hearing
OI - Orthopedically Impaired
VI - Visually Impaired

DEGREES OF READING POWER TEST

Sample Reading Passages

Passage A

Bridges are built to allow a continuous flow of highway and railway traffic across water lying in their paths. But engineers cannot forget the fact that river traffic, too, is essential to our economy. The role of _____1_____ is important. To keep these vessels moving freely, bridges are built high enough, when possible, to let them pass underneath. Sometimes, however, channels must accommodate very tall ships. It may be uneconomical to build a tall enough bridge. The _____2_____ would be too high. To save money, engineers build movable bridges.

1 a) wind b) boats c) weight d) wires e) experience

2 a) levels b) cost c) standards d) waves e) deck

In the swing bridge, the middle part pivots or swings open. When the bridge is closed, this section joins the two ends of the bridge, blocking tall vessels. But this section _____3_____. When swung open, it is perpendicular to the ends of the bridge, creating two free channels for river traffic. With swing bridges, channel width is limited by the bridge's piers. The largest swing bridge provides only a 75-meter channel. Such channels are sometimes too _____4_____. In such cases, a bascule bridge may be built.

3 a) stands b) floods c) wears d) turns e) supports

4 a) narrow b) rough c) long d) deep e) straight

Bascule bridges are drawbridges with two arms that swing upward. They provide an opening as wide as the span. They are also versatile. These bridges are not limited to being fully opened or fully closed. They can be _____5_____ in many ways. They can be fixed at different angles to accommodate different vessels.

5 a) approached b) crossed c) lighted d) planned e) positioned

Passage A (Continued)

In vertical lift bridges, the center remains horizontal. Towers at both ends allow the center to be lifted like an elevator. One interesting variation of this kind of bridge was built during World War II. A lift bridge was desired, but there were wartime shortages of the steel and machinery needed for the towers. It was hard to find enough _____6_____. An ingenious engineer designed the bridge so that it did not have to be raised above traffic. Instead it was _____7_____. It could be submerged seven meters below the river surface. Ships sailed over it.

6 a) work b) material c) time d) power e) space

7 a) burned b) emptied c) secured d) shared e) lowered

BASIC SKILLS IN READING

Readiness

Auditory Skills

a. recognizes sounds from the environment
b. discriminates sounds that are same/different
c. recognizes consonants in the initial/final position
d. recognizes rhymes
e. extends auditory memory

Visual Skills

a. reads his/her own name
b. notes details in pictures
c. recognizes and names colors
d. discriminates colors
e. recognizes letters
f. discriminates letters
g. extends visual memory
h. follows left-to-right progression
i. uses word configuration clues
j. expands sight vocabulary

Word Identification

Phonic Analysis - decodes using sound/symbol relationships of:

a. initial/final consonants
b. initial consonant blends (bl, br, sn, etc.)
c. consonant diagraphs (sh, ch, wh, th)
d. medial short vowels
e. long vowels
f. long vowels followed by consonant and silent /e/ (cane)
g. double vowels (rain)
h. r - controlled vowels (far)
i. diphthongs (ou, ow, oi, oy)
j. accenting principles

Structural Analysis - decodes using structural parts of words:

a. compound words
b. contractions
c. verb forms (walking)
d. adjective forms (faster, fastest)
e. syllabication generalization
   . auditory syllabications
   . syllable number = number of vowels
   . hyphenated words
f. prefixes, suffixes, roots

Comprehension

Literal - identify information explicitly stated in the text:

a. identify the stated main idea
b. recall and identify specific details
c. answer "who, what, when, where" questions
d. identify pronoun referents
e. identify stated chronological sequence
f. use picture clues to gain information
g. identify stated cause/effect relationships

Interpretive - identify information implied in the text:

a. identify the implied main idea
b. use information to draw a conclusion
c. use information to make a generalization
d. use information to predict outcome
e. use information to sequence events
f. identify character's traits and motives
g. distinguish information as fantasy/reality

Evaluative Level - apply information

a. determine author's purpose
b. distinguish fact/opinion
c. judge characters/events
d. appraise selection critically

Vocabulary Development - derive word meaning

a. synonyms
b. antonyms
c. homonyms (sea, see)
d. figures of speech/idioms
e. sensory appeal (figurative language)
f. context clues

Study Skills

Locate and Select Information From a Book

a. define and locate title/author
b. use table of contents
c. use the index of a book
d. use the introduction, preface, and foreword to determine author's purpose
e. use the copyright page
f. use the glossary
g. use the bibliography to locate other sources of information
h. use the encyclopedia
i. use the library card catalogue

Dictionary Skills

a. alphabetize letters/words
b. estimate appropriate sections of the dictionary
c. use guide words
d. use the dictionary to find meanings of unknown words
e. select correct meaning to suit particular contexts
f. use dictionary markings
g. use inflected/derived forms designated in the dictionary

Organize Information

a. take notes
b. classify information into categories
c. outline information with topic/sub-headings
d. outline information with main idea/supporting detail
e. summarize information from another source
f. summarize information from two sources

Other Information Skills

a. use an almanac
b. skim for a purpose
b. scan for accurate detail
d. use chart graphs

FOOTNOTES

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[9] Florence Schoenfeld, "Instructional Use of the Cloze Procedure," The Reading Teacher, November 1980.

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